Description: Similar to the Tour de France except featuring running instead of biking, students will complete four stages of running various terrains and distances, and compete for the yellow jersey.

Learning Objectives:
- Students will learn how to take their pulse and calculate and understand the importance of targeting their heart rate.
- Students will improve their cardiovascular systems.
- Students will demonstrate teamwork, sportsmanship and daily fitness.

Activity Time: Five days, 15 to 30 minutes each day

Materials:
- One stopwatch
- Three flag football flags (one red, one blue, one yellow)
- Class record sheets one for each of the four stages (page 4 of 4)
- Bulletin board for displaying the course map for the four race stages, as well as the winning jerseys
- Poster boards: five yellow, one green and one white

Directions:
Set Up:
- Determine the courses for your four stages, varying distances and intensities (sample list on page 3 of 4). Consider using a track or field, or creating a route around your school. For the “hilly” courses, consider using steps at the school or placing obstacles that students must jump or climb over throughout the course.
- Create a bulletin board showing the course map for the four stages. Allow room to post the winning jerseys.
- Use your poster boards and the outline of a T-shirt to create:
  - Five large yellow jerseys (1/2 size of poster board each)
  - Seven medium yellow jerseys (1/4 size of poster board each)
  - One large green jersey (1/2 size of poster board)
  - One large white jersey (1/2 size of poster board). Using a red marker, place polka dots on this jersey.
Day One:
- Talk to students about the importance of cardiovascular fitness.
- Teach them how to take their pulse and find their heart rate. (See the Keep Moving! worksheet found after the last activity sheet to learn the proper way to calculate heart rate.)
- Have students determine their resting heart rate.
- Have students calculate their heart rate after exercising and compare the two rates.
- Discuss the training required of Tour de France athletes.
- Bring in pictures of and articles about Lance Armstrong to make the activity come to life. Post them on the bulletin board.
- Separate students into teams of seven, making them coed teams. Have each team choose a name.

Days Two - Five:
- Run one stage each day for four days, timing students and awarding points for each place finisher. Points awarded for place finishers include: first place = 30 points; second place = 25 points; third place = 20 points; all other finishers earn 15 points.
- On the longer stages, place a red, blue and yellow flag at the same spot on the course. Students can earn extra bonus points for grabbing one of the flags and bringing it to the finish line. Flags have different point values: red = 10 points; blue = 5 points; yellow = 3 points.
- Have students check their heart rate after finishing the stage.
- Record each student’s points on each stage record sheet. Also note the total number of points for each team and display this on the bulletin board.
- The day’s top winner (with the highest number of points) earns the large yellow jersey. Place their name on one of the large yellow jerseys and display it on the bulletin board.
- After completing your two designated sprint stages, total the student’s points, and award the green jersey to the student with the highest number of points. Place their name on the green jersey, and display it on the bulletin board.
- After completing your two designated mountain stages, total the students points, and award the polka-dot jersey to the student with the highest number of points. Place their name on the polka-dot jersey and display it on the bulletin board.
After completing all the stages, total each student’s points and award a yellow jersey to the overall winner and display it on the bulletin board.

Total each team’s points, and award the medium-sized yellow jerseys to the team with the highest number of points. Place their names on the medium-sized yellow jerseys, and display them on the bulletin board.

Submitted by Matt Monfre, Sierra Middle School, Parker, Colorado.

Use your judgment to determine distances that best meet your students’ abilities.

Sample Stages:

Day One: Sprint Stage One-fourth of a mile on a flat course
Day Two: Mountain Stage One-half of a mile on a hilly course
Day Three: Sprint Stage One-eighth of a mile on a flat course
Day Four: Mountain Stage Three-fourths of a mile on a hilly course

Correlation to National Curriculum Standards:

1. Participates regularly in physical activity.
2. Achieves and maintains a health-enhancing level of physical fitness.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

From NASPE http://www.aahperd.org/naspe/template.cfm?template=pr_032504.html
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